



# **WANSTEAD HIGH SCHOOL**

## **Teaching, Learning and Assessment Policy (abridged version)**

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## Glossary

<b>Adaptive Teaching</b>	Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Adaptations are made, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
<b>Cognitive Load</b>	Cognitive load refers to the amount of information our working memory can process at any given time. For educational purposes, <b>cognitive load theory</b> helps us to avoid overloading learners with more than they can effectively process into schemas for long-term memory storage and future recall.
<b>Continuous Professional Development (CPD)</b>	CPD is the process of ongoing training and development. It allows individuals, to carry on with their learning and improvement which is relevant to their role and which benefits both short-term objectives and long-term career goals.
<b>Early Career Teacher (ECT)</b>	An Early Career Teacher (ECT), previously referred to as a Newly Qualified Teacher (NQT), is a teacher in the initial stages of their career. These professionals have completed their teacher training programmes and are undergoing a structured 2-year induction period to refine their teaching skills and practices. Teachers are referred to as ECTs for the first 2 years as a qualified teacher.
<b>Initial Teacher Trainee (ITT)</b>	ITT refers to the training an unqualified teacher receives as they work towards qualified teacher status (QTS).
<b>Metacognition</b>	Is an awareness of one's thought processes and understanding the patterns behind them. It is often referred to as learning to learn. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.
<b>Pedagogy</b>	The method and practice of teaching. To study different teaching methods, including instruction, assessment, questioning and feedback.
<b>School Partnership Programme (SPP)</b>	SPP is a sector-led, partnership-based approach to school improvement that has worked with over 2,000 schools and larger local systems to date. SPP builds the capacity and capability across partnerships in effective school self-review, peer review and school-to-school support and improvement.
<b>Unqualified Teacher (UQT)</b>	A teacher who has not yet gained their qualified teacher status through an initial teacher training programme.

## 1. Aims

The aim of this Teaching and Learning Policy is to provide a set of clear expectations that the school requires all teachers to follow in the planning and teaching of their lessons. These expectations provide the best possible platform, as autonomous practitioners, from which to deliver lessons that are highly engaging, inclusive, responsive and challenging – providing a positive learning experience for all of our pupils and impacting on their love for learning as well as their educational outcomes at the end of each key stage.

In line with our School's Vision through this Policy we aim to provide the best, most inclusive, local education for all our pupils ensuring no child is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence.

Consistency must be core within and across the school and can be achieved through following our policy. We are committed to developing our pedagogy with a clear set of values in mind. Our teaching and learning philosophy and ethos uses the school's **LEARN** acronym. **LEARN** is familiar with our teachers and learning community and is used to support our pupils in developing behaviours for learning in the classroom and now extended to support the Teaching and Learning Policy and Habits for effective teaching.

## 2. Our Teaching and Learning Ethos

We are committed to developing our pedagogy with a clear set of values in mind.

### Wanstead Teachers:

- Are leaders in and beyond their classrooms. They lead the curriculum and the learning journey for their pupils. Beyond the classroom we encourage our teachers to grow and develop as excellent teachers and also, if they wish, as school leaders aspiring to a model of distributed leadership with permission to lead.
- Are trusted professionals who have control over their approach to teaching. They are free to use evidence-informed methods that we know work best with particular pupils or classes. There is no 'one-size-fits-all' approach. Emphasis is placed, however, on the importance of a well-planned, sequenced and shared curriculum and lesson planning to reduce workload and improve overall department practice.
- Practise quality first teaching emphasising high quality, inclusive, adaptive and responsive teaching for all pupils taught. The curriculum and teaching is inclusive to meet the needs of all pupils, as well as fostering a culture of challenge to thrive in the classroom. Learning objectives are focused, there are high demands of pupil involvement and engagement with their learning and formative assessment is on-going.
- Through extra-curricular activities, trips, educational visits and external speakers our teachers provide pupils with opportunities that enrich the curriculum and go beyond the classroom.
- Are learners who aim to use research and evidence to improve the curriculum and their practice. Our Continuous Professional Development (CPD) offer is research and evidence informed. Teachers seek to innovate and develop their own professional learning. They work together, within the Seven Kings Learning Partnership (SKLP) and with subject specific associations to seek to improve their subject-specific knowledge and pedagogy.

## 3. Roles and Responsibilities

### Teachers and Teaching Staff

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.

- Actively engage with teacher development through Lesson Visits, Department LEARN Drop-ins, Teacher Development LEARN with instructional coaching and all Continuous Professional Development focused on improving their pedagogy and curriculum delivery.
- Follow the curriculum and Medium-Term Plans (MTPs) outlined by Heads of Department and adapt them for their classes.
- Contribute to the development of the department curriculum. For example, by writing medium-term plans (MTPs); adapting lessons; sharing resources.
- Plan for and teach lessons in line with our Wanstead High Habits, lesson expectations and Department Medium-Term Plans (MTPs). Adapted to the pupils in your class and enabling progress to be made by all.
- Know pupils well and adapt the lesson to meet their individual learning needs.
- Promote and teach literacy through the curriculum.
- Provide marking and feedback that is constructive with comments highlighting strengths, areas for improvement, and specific guidance on how to enhance performance.
- Use assessment appropriately to identify learning gaps and teach to close these. To assess pupil progress and inform future teaching.
- Engage parents and carers in their child's learning through communication at Progress Evenings, via EduLink, telephone calls or emails.
- Keep their remote learning Google Classrooms up to date with work currently being taught on the curriculum for pupils having to work remotely for periods of time and for the purpose of home learning.
- Update parents and carers on pupils' progress termly by providing information for school academic reports.
- Deploy the School's Behaviour Policy each lesson to uphold high standards and expectations, and to develop positive routines and habits for learning.

### **Heads of Department and Postholders**

Heads of Department and Postholders at our school will:

- Lead on their curriculum intent, design, knowledge and skills content and how this is sequenced to enable progress.
- Lead on the creation of Long-Term Plans (LTPs), Learning Journeys (curriculum maps) Medium-Term Plans (MTPs), lessons and resources to support curriculum delivery, consistency, adaptations and workload.
- Use their budget effectively to resource their Departments, providing teachers with necessary resources for teaching and learning.
- Lead on monitoring, evaluation and improvement in their Department using the School's key methods for the quality assurance of the curriculum and its delivery. Working with their teachers to identify areas to improve and deciding on action steps. Hold their teachers and pupils to account for their teaching and learning.
- Lead on teacher development through Lesson Visits, Department LEARN Drop-ins, Teacher Development LEARN with instructional coaching and Growth and Development meetings focused on improving pedagogy and curriculum delivery.
- To identify where support is necessary and ensure support is in place towards meeting the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Monitor and analyse pupil progress across their Department; by for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data to inform the curriculum, assessment and teaching and learning.

### **The Senior Leadership Team (SLT)**

The Senior Leadership Team and in particular the Deputy Headteacher with responsibility for teaching and learning at our school will:

- Hold a clear vision to provide an inclusive, broad and balanced curriculum that is ambitious for all of our pupils.
- Create a positive culture of continuous professional development and improvement.
- Provide professional development that is research and evidence informed on the most impactful curriculum and pedagogy approaches.
- Lead on resources and funding to ensure these are allocated effectively to support the school's approach to teaching and learning.
- Lead on the design, model and procedures of whole-school monitoring, evaluation and improvement of Departments using the School's key methods for quality assurance of the curriculum and lessons.
- Lead on the design, model and procedures of whole-school teacher development processes.
- Provide leadership and guidance when necessary to individuals towards meeting the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Monitor and analyse pupil progress across at a whole-school level by for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data to inform the curriculum, assessment and teaching and learning.
- Through support and challenge, hold Middle Leaders to account and support their Middle Leaders in holding their teachers and pupils to account for their teaching and learning.
- Monitor and evaluate the impact of the Teaching and Learning Policy each Term.
- Keep the Governing Body up dated on its impact and next steps.

## **Pupils**

Pupils at our school will:

- Be Ready and Responsible to lead their own learning, arriving on time, being prepared and engaged.
- Be curious, ask questions of their learning journey – where, why, how and what? Ask their teacher about the new learning. Question what they don't understand yet.
- Participate and engage in all learning activities.
- Collaborate with their peers and learning partners.
- Avoid opting out.
- Be Ready to be challenged and to think hard.
- Adapt strategies to develop resilience.
- Rise to the challenge and stretch themselves.
- Embrace a Growth Mindset.
- Complete home learning by the deadline and to the best of their ability.
- Know their Targets/Next Steps and strive towards these.

## **Parents and Carers**

Parents and carers of pupils at our school will:

- Value learning and education.
- Encourage their child as a learner.
- Encourage their child to take responsibility for their own learning.
- Make sure their child is Ready and able to learn every day, supporting good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to promptly share relevant information that could impact on their child's learning.
- Where possible provide resources as required to support their child's learning.
- Support and give importance to their child participating in intervention programmes and in completing their home learning.

## Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor and evaluate the impact of the Teaching and Learning Policy and hold the Headteacher to account for its implementation.

## 4. Wanstead High Habits: Pedagogy

The **Wanstead High Habits: Pedagogy Poster** provides teachers and pupils with an aide memoire for implementing Habits to focus our teaching and learning and continuous professional development (CPD) on these key areas. Using the school's LEARN acronym the Wanstead High Habits Pedagogy Poster provides a number of core consistencies which all teachers and pupils adhere to – aiming to make every lesson engaging and impactful towards progress.

LEARN is drawn from research and evidence about teacher effectiveness and shaped by our commitment towards evidence-informed practice combined with our school values.

### Wanstead High Habits: LEARN

### Wanstead High Habits: Pedagogy for teachers



Figure 1 – Wanstead High Habits: Pedagogy poster for teachers

## Wanstead High Habits: How We LEARN

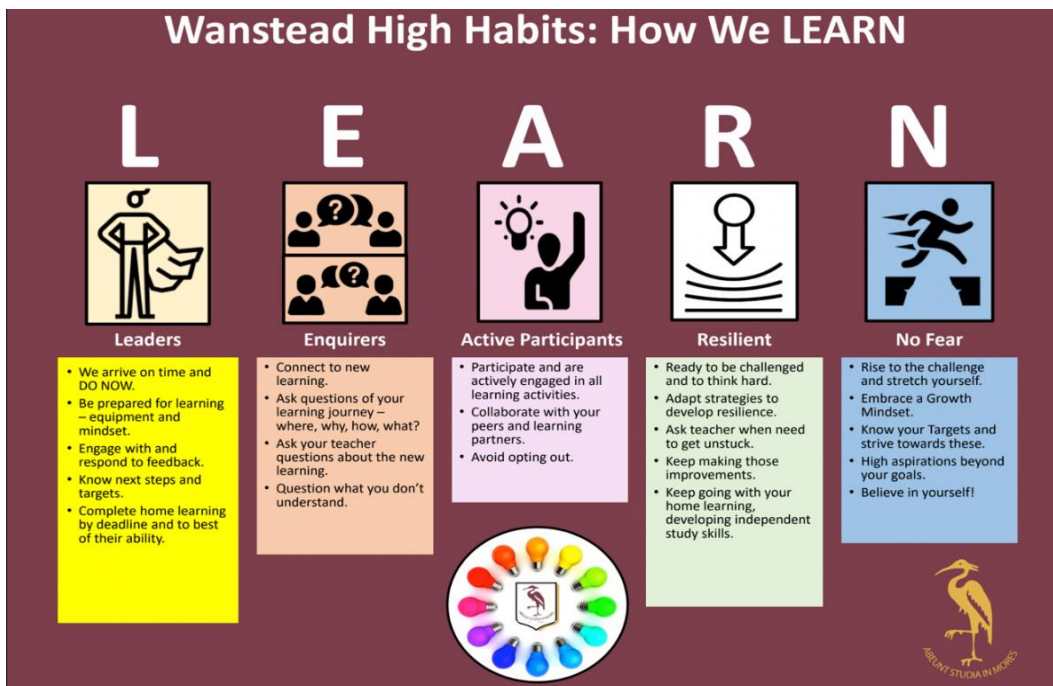


Figure 2 – Wanstead High Habits: How We LEARN poster

## 5. Curriculum and Pedagogy

***“Curriculum, or the substance of what is taught, is the core business of schools...” Ruth Ashbee, 2021***

Curriculum is a matter of social and cultural justice. Our pupils' time spent in school is limited, and a large part of what they leave school with is the direct result of the curriculum. At Wanstead High School, through our curriculum we aim for all of our pupils to learn a rich and detailed understanding of the world and their place in it. At the end of their journey our vision is for pupils to leave with a sense of ownership and belonging, and the knowledge that knowledge itself is in flux, that it is created in time, and that they themselves may join this story if they wish. Our aim is for our pupils to join the “great conversations” to be able to participate in the discourse that underpins current affairs, cultural life, and functioning democracy (Ashbee 2021).

At Wanstead High School, we believe that:

- Our pupils need powerful knowledge to understand and interpret the world. Without it they remain dependent upon those who have it or misuse it.
- Shared knowledge is a foundation for a just and sustainable democracy. Citizens educated together share an understanding of the common good.
- It is fair and just that all young people should have access to this knowledge. Powerful knowledge opens doors: it must be available to all young people.

Our curriculum also aims to:

- Support and enhance our core values of kindness, inclusion and respect.
- Promote a positive attitude towards learning.
- Support pupils’ spiritual, moral, social and cultural development
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that supports pupils’ learning and progression, enabling them to work towards achieving their goals.

It is the role of our Curriculum Leaders (Heads of Department and Postholders) to realise our curriculum vision and aims as above. Curriculum Leaders create and quality assure Curriculum Plans (Learning Journeys, Long Term and Medium-Term Plans) of the knowledge we want our pupils to learn and understand, know and be able to do in each subject by the end of each Key Stage.

## 6. Lesson Expectations

Alongside the **Wanstead High Habits to LEARN**, we have a list of **Wanstead High lesson expectations** to be followed by teachers and pupils in the classroom in line with this and the Behaviour Policy. These are currently as follows and will be continuously evaluated and reviewed as necessary:

- Pupils are Ready, Responsible and Respectful.
- Pupils arrive to lessons promptly and are met at the door by their teacher and enter the classroom in an orderly way.
- On arrival, pupils begin their learning through a Do Now activity which should aim to retrieve, recall or to reconnect to prior learning.
- An electronic register should be taken within the first 5 minutes for every lesson and updated throughout the lesson with late arrivals. In the event of a computer issue a paper register should be taken and sent to the main office as soon as possible.
- Pupils arriving late to lesson must be marked as Late (L) and the minutes late recorded.
- If a pupil is absent from the lesson having attended the previous lessons throughout the day, action should be taken to verify that truancy has not occurred by emailing child protection and the link pastoral support manager (PSM).
- Seating arrangements and seating plans are a key part of lesson routine and therefore it's very important that the seating has been arranged to best support engagement and learning. Seating plans must also be strategically planned for every class in conjunction with the contextual knowledge of our pupils, including their pupil passports where applicable.
- LEARN promotes Leadership, Enquiry, Active Learning, Resilience and No Fear therefore pupils should aim to develop habits to lead and take responsibility for aspects of their learning, ask and answer questions posed, remain actively engaged and involved, think hard and prepare to be mentally challenged for healthy struggles. Importantly, adopting strategies to develop their resilience and resourcefulness in lessons which includes engaging with their teachers' feedback for subject specific targets to improve.
- Pupils must wear and maintain their full and correct school uniform throughout the lesson, exceptions can be made if pupils were participating in a role play or drama activity. We do not expect to see any pupils with any non-school uniform items for example, outdoor wear, sweatshirts, trainers or hoodies in the classroom.
- Pupils should exit the classroom in an orderly way at the instruction of the teacher, ready for break, lunch or their next lesson. For example, table by table or row by row.

## 7. Equipment Expectations for Each Lesson

To ensure pupils are prepared for lessons, they will require everything on the school equipment list.

- When pupils arrive to class, where applicable they will be expected to put equipment onto desks. Regular equipment checks will take place in class and pupils will be lent missing equipment by teachers where they may be lacking. Persistent lack of equipment will be recorded on SIMs so that we can discuss the issue with parents and carers and in order to find a resolution.
- We understand that pupils with executive functional and organisational needs may have difficulties in this area of preparation for learning and support will be put into place in order to help them develop these skills.
- Pupils who are struggling to buy equipment will be supported through the school.
- Having full equipment enables pupils to fully participate in their learning and enables them to produce work of the highest quality and presentation.

- Pupils must be fully equipped for the lessons they have that day. We would expect all pupils to have an appropriately sized bag which holds the following equipment everyday:
- 2 blue or black pens, 1 green pen, 1 pencil, 1 ruler, 1 eraser, a glue stick, a calculator (scientific), a reading book of choice, and their books for timetabled lessons.

## 8. Expectations for Presenting Pupil Work with Pride

We believe that good presentation of pupil's work is important as it supports and encourages pupils to:

1. Communicate clearly to the reader
2. Be proud of their achievements
3. Value their own learning
4. Meet high standards and expectations.

Therefore, all teaching staff are expected to:

- Have high expectations of pupils' work and the way it is presented.
- Regularly remind pupils of expectations for presentation - finishing off work and never defacing.
- Monitor pupils work using the expectations for feedback and marking.
- Be aware of the presentation of their own work and the quality of resources they use.
- Ensure that learning resources are organised so that pupils can retrieve information effectively and efficiently to support their learning and/or revision.

Pupils are expected to:

- Present their work to the best of their ability and to take pride in their presentation.
- Complete work started.
- Keep all books and work in a good condition with no defacing, doodling, scribbling or graffiti.
- Listen to and follow instructions for presenting work neatly.
- Be correctly equipped for every lesson to support with their presentation.

## Classroom Condition Levels

To maximise learning in the classroom, class teachers will set the appropriate condition for learning. This will be communicated clearly with the class to ensure the pupils know what is expected of them. The classroom conditions framework will be used consistently across classrooms from Year 7 to Year 13 to secure the ideal behaviour and climate for learning.

**Level 1: Silence for Independent Work**

**Level 2: Active Listening and One Voice (Teacher or Peer)**

**Level 3: Paired Work: Time bound structured Discussion – Partner/Low Voice**

**Level 4: Group Work: Time bound structured Discussion – Multi Voice**

## 9. Knowing your Pupils

Knowing your pupils and building relationships enables you to adapt and differentiate to meet the needs of all learners. All teaching staff are expected to:

- Use SIMs and Pupil Passports to gain contextual data on all of their pupils.
- Engage with the Pupil Passports which provide teachers with the barriers to learning and strategies to support learning for our SEND pupils.
- Deploy the strategies as stated on the Pupil Passports to support pupils in accessing the learning.
- Use Class Charts alongside your pupil data to create strategic seating plans:
  - Seating plans must be continually reviewed and assessed and suitable changes can be made.

- Seating plans must be available in Class Charts and made available to all cover and supply teachers.
- Know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language (EAL) – and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Share your knowledge of how best pupils learn and the most effective strategies to enable their progress by feeding this back into their termly and annual reviews for pupils identified as SEND/EAL or for pupils with a school or pastoral support plan, needing support with their behaviour.

## 10. Expectations for Adaptive Teaching

According to Standard 5 of the *Teachers' Standards* (DfE, 2011) adaptive teaching is when teachers “adapt teaching to respond to the strengths and needs of all pupils”.

Specifically, adaptive teaching requires our teachers to:

- Know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language (EAL) – and be able to use and evaluate distinctive teaching approaches to engage and support them.

The Education Endowment Foundation (EEF) suggests five evidence-based strategies to support high-quality teaching to support all pupils, including those with SEND and at Wanstead High School we aim to deploy these five strategies effectively through our teaching:

1. Scaffolding
2. Explicit instruction
3. Cognitive and metacognitive strategies
4. Flexible grouping
5. Technology use

## 11. Inclusion and Learning Support

Teachers must make sure that they are aware of all the pupils who have SEND in their class. SEND pupils must be indicated on the class seating plan through Class Charts and appropriate provision must be made for them in line with the Pupil Passports. SEND pupils alongside all pupils must be challenged and supported. This means being adaptive and responsive in our delivery for example slowing the pace, re-explaining and scaffolding. If Teaching Assistants (TAs) are present, teachers must aim to make the best use of their support through the following recommendations:

- First and foremost, address the needs of all pupils through high quality classroom teaching
- Where Teaching Assistants (TAs) work individually with SEND pupils the focus should be on retaining access to high quality teaching, for example by delivering brief, but intensive structured interventions
- Allow TAs to focus on helping pupils to develop their ownership of tasks

- Support TAs in developing their independence towards answering questions and completing tasks
- Ensure TAs have access to the curriculum, including the Learning Journeys, Medium Term Plans and the relevant Google Classroom for materials.
- Ensure TAs know how best to support each lesson what to do and where possible provide appropriate materials in advance.

*Ref. EEF Making Best Use of Teaching Assistants, November 2021*

## 12. Challenge in the Curriculum and Classroom

***“Stretching and challenging all learners means creating lessons where challenge is at the forefront of teaching and learning. This takes learners out of their comfort zone, encouraging them to push towards the outer edge of what is possible for them to achieve” Mike Gershon, 2016***

***“Learning happens when people have to think hard” Professor Robert Coe, 2013***

At Wanstead High School we aim to set high expectations of all pupils all of the time by encouraging and supporting the learning. Challenge through the curriculum and in the classroom underpins LEARN and is a broader part of the school’s values and ethos around inclusion and opportunity for all. We aim for the curriculum and classrooms to create a climate for challenge enabling all pupils to think deeply and to engage with healthy struggle. The best provision for our pupils is one that challenges them and extends their thinking, knowledge and skills. Many of the ways of achieving this constitute good pedagogy and practice for all pupils, when pitched at the appropriate level of challenge and therefore will impact on raising standards overall. Approaches to develop challenge in the classroom to make all of our pupils think hard. *See Teaching and Learning Policy for extensive list.*

- Teach to the top, pitch it up and lift the lid – use the most able pupils as the driver, not a bolt-on extra.
- Set high expectations for all, and make pupils aware you are doing so.
- Know your pupils from the data (contextual and progress) and Pupil Passports know what they can do well and not so well; know how to push and challenge them, to adapt the learning and keep them in the healthy struggle zone.
- ‘Scale up’ content by taking into account the expected knowledge, concepts and skills in your subject and teaching your classes just beyond that point.
- Focus on details, accuracy, precision, recall, extended verbal answers, grammar, fluency and correct terminology.
- Embed a challenging classroom ethos through the language used with pupils and help motivate them to accept tough challenges. Increase the language demands we place on pupils by explicitly teaching them academic vocabulary (Tier 3 Vocabulary) that they can use verbally and in writing.
- Provide opportunities to develop independence and metacognition (Thinking about thinking and their approach to learning).
- Ensure that pupils know what excellence looks like – modelling and exemplars for example use WAGOLL (what a good one looks like) and model answers through the visualisers. Share great explanations and counter-examples.
- Frame feedback so that pupils have to take responsibility for improving their own learning and closing their learning gaps. Feedback that challenges their thinking with constructive comments highlighting strengths, areas for improvement, and specific guidance on how to enhance performance.

***Adapted from Bloomsbury CPD Library: Stretch and Challenge***

## 13. Expectations for Reading, Writing and Oracy

### **Supporting Literacy through Reading and Comprehension Strategies**

At Wanstead High School we have a three-tiered model which identifies the main groups of pupils in terms of their reading ability as per the Education Endowment Foundation (EEF) recommendations.

Tier 1: Pupils whose standardised score in reading is 85 or below.

Tier 2: Pupils whose standardised score in reading is 86 to 95.

Tier 3: Pupils whose standardised score in reading is above 96.

Reading assessment data is provided for all staff to inform their teaching, therefore ensuring that pupils' learning needs are met. Teachers are expected to use this data to inform both seating plans and lesson plans.

Teachers support pupils to become strategic readers by:

1. Modelling reading through the four strands.
2. Before reading, pose the main questions to be considered, providing a goal for their reading.
3. Giving pupils opportunities to summarise a passage, re-read and clarify meanings.
4. Using a variety of different questioning types for example, what/when/where. Activate prior knowledge: ask about experiences, have you ever felt like that before? Use predictions: what do you think might happen next and why?

### **Supporting Literacy through Vocabulary**

Supporting the improved use of Tier 2 vocabulary:

Teachers and pupils understand there are three tiers of vocabulary and that tier 2 vocabulary is being promoted through WOW – word of the week. This is shared at the beginning of the week during the tutor programme. The WOW is chorally repeated and the tutor reads through the slide. Pupils create and share sentences using the WOW. These are displayed on the WOW wall and teacher gives feedback on the WOW sentences. Achievement points are given to pupils for use of WOW during both tutor and lesson time to promote the use.

Supporting the use of Tier 3 vocabulary:

Departments have identified Disciplinary Literacy for each unit of work or topic and these should be available within their medium-term curriculum plans.

## **14. Expectations of Assessment**

We recognise that assessment and curriculum are interconnected. To develop a knowledge-based curriculum supported by skills, we need valid, reliable, and appropriate assessments. Our principle is that pupils should learn their curriculum well, ensuring they know, remember and can do more, preparing them for success within each Key Stage and beyond.

To achieve this, we use:

**Formative Assessment:** An ongoing part of teaching to check pupil understanding. Teachers use this to plan lessons and provide feedback on learning gaps and how to close them.

**Summative Assessment:** To evaluate how well pupils learn and remember the curriculum. Effective summative assessments help understand pupil progress and inform future teaching and planning.

### **Summative Assessments**

Pupils will sit three summative assessments per year in Key Stage 3, and at least two in Key Stage 4 and Key Stage 5. These assessments are scheduled to support curriculum planning and effective use of data. At the start of each term, an Assessment Booklet will be sent out, detailing the assessment schedule and criteria.

Departments can choose the style of assessments each term to check pupils' understanding and progress. These assessments ensure pupils are ready for the next stage. Most are conducted in classrooms under test conditions, with some held in the Alan Hearne Hall to familiarise pupils with exam settings. Assessments will vary, including online quizzes, performances, and vocabulary tests.

Parents/Carers will be informed of upcoming assessments, and Learning Journeys (Curriculum Maps) and Medium-Term Plans (MTPs) will show how assessments align with the sequenced curriculum.

### Target Setting

When pupils join Wanstead High School, we use their Key Stage 2 SATs scores to assign them to an attainment band. If no Key Stage 2 data is available, we use reading ages or other assessments. These bands indicate the expected attainment level at the end of GCSEs, calculated by the Fischer Family Trust (FFT) based on various factors.

For subjects like Music, Art, Drama, and PE, where prior skills may be harder to assess, we use FFT data to set targets. Attainment bands are reviewed annually, allowing pupils to move to a higher band if they consistently exceed expectations across subjects.

### Attainment Bands

Based on their starting points, pupils will be placed into one of five attainment bands for each subject upon entry.

Attainment Bands
Initial
Establishing
Substantial
Complete
Fluent

### Pupil Progress

At Key Stage 3, we set benchmarks for each subject and specific learning thresholds for each term, assessing progress against a pupil's attainment band. These bands are aspirational and represent the minimum attainment expected during Key Stage 3. Thresholds indicate different levels of progress, with "Fluent" being higher than "Initial."

We acknowledge that predicting GCSE grades at Key Stage 3 is inaccurate with current exam specifications. Thus, thresholds indicate progress rather than predicted GCSE grades, based on the Key Stage 3 National Curriculum.

We use three levels of progress descriptors:

- More than Expected Progress
- Expected Progress
- Less than Expected Progress

It is reasonable for a pupil to maintain the same thresholds from Year 7 to Year 9, reflecting progress due to increasing content difficulty. Attainment may fluctuate as pupils develop at different rates.

### Reporting to Parents/Carers at Key Stage 3

At Wanstead High School, we report on pupil achievement using both attainment and progress. Each term, parents/carers receive assessment reports that include:

- **Termly Assessment Outcomes:** Overall score or percentage from the term's summative assessment.
- **Termly Average Outcomes:** Average score or percentage for the cohort, showing how a pupil compares to their peers.
- **Teacher Judgement:** Teacher's evaluation of classwork, projects, and formative assessments, indicating progress against curriculum thresholds.
- **End of Year Target:** Where a pupil should be regarding attainment bands for the subject.
- **Progress Indicator:** Gap between the school's end-of-year target and the pupil's attainment bands.

## Reporting to Parents/Carers at Key Stage 4 and 5

Reporting follows the same principles, using standardised mark schemes and exam materials to provide:

- **Current Grades:** Based on current performance, reflecting curriculum coverage.
- **Predicted Grades:** Teacher's professional judgement of likely achievement based on performance to date and mock grades.

Grades are given as numbers (1-9) or letters, depending on the system for GCSE, A Level, or vocational subjects. Fine grading splits each grade into three parts, allowing us to track attainment, predict performance, and offer tailored support. Whole grades are reported in final exams, while fine grades indicate progress during the course. A fine grade can be represented by a plus sign (+), which indicates that a pupil is moving towards the next grade or a minus grade (-), which indicates just achieving the grade but that this is currently insecure.

## 15. Expectations for Checking for Understanding

Every lesson, teachers will seek regular opportunities to formatively assess pupils' understanding and use this to inform what happens next in the lesson. This will be done through circulating and checking their live work, live marking and feedback, and a range of questioning techniques.

Effective questioning is key to successful information gathering and checking what pupils have understood from the learning intended. Therefore, it is important for our teachers to develop a range of effective questioning techniques.

Examples of effective questioning techniques be used. This list of questioning techniques is not exhaustive and can be used in combination to check for understanding. All are examples of impactful questioning techniques in line with evidence:

- Cold Calling (no hands up)
- Think pair share
- Show-me boards (mini white boards)
- Say It Again Better
- Probing questions
- Process questions

## 16. Expectations for Feedback and Marking

### Feedback

At Wanstead High School we embody a commitment to recognising potential, nurturing strengths, and instilling a passion for continuous improvement. Our definition of marking and feedback is: 'constructive comments highlighting strengths, areas for improvement, and specific guidance on how to enhance performance'.

### Aims of Feedback

- To improve pupil progress and outcomes.
- To establish a broadly consistent approach to the way feedback and marking is offered within and across departments.
- To ensure teaching is responsive to pupils' needs and misconceptions are addressed.
- To give pupils the chance to respond and consolidate (deepen) learning.
- To make pupils aware of their strengths and areas to develop.
- To utilise and implement feedback strategies that enhance staff well-being.

## Implementation

In line with the EEF 2021 feedback principles, at Wanstead High School we aim to deliver appropriately timed feedback which moves learning forward.

To move learning forward:

- We use the **correction feedback** to formatively assess pupils instantly. This works best for retrieval activities and check point tasks.
- At key moments within a scheme of learning, we use **Feeding Forward** on specific areas that lead to direct actions for pupils to respond to in green pen. Pupils should know where they are currently and where they need to go next.
- We use **Live Feedback** so that pupils can improve their work instantly and with teacher guidance.
- In addition, each department has their own marking and feedback strategy that supports their intent and is aligned with our overall aims.

## How we will Quality Assure Feedback

1. Leaders at all levels will ask pupils the following:
  - What are you doing well in this subject?
  - What do you need to do to improve your work in this subject?

If pupils can answer these questions accurately, using subject-specific detail, we, as a school will be confident that they are receiving effective feedback.

2. Pupil Voice: Pupils complete surveys at key points in the academic year to share their experience of feedback across their subjects. Departments offered average scores to track improvement. The views of the pupils will be used to evaluate the quality and impact of feedback on pupils learning.
3. Work reviews: Take place at key points throughout the academic year, led by the senior leadership team, Heads of Department or Postholders to evaluate the quality and impact of feedback on pupils learning.

## 17. Expectations for Home Learning (Independent Learning)

Home learning supports pupil achievement if set appropriately. Therefore, the expectation is for all Schemes of Work (Medium Term Plans) to incorporate a clear outline of home learning tasks and activities which should complement and enrich the curriculum.

Home (independent) learning must be accessible to all pupils including those set on the Google Classroom. There must be appropriate support in place for pupils where they might struggle with home learning. Home learning must have a clear format and deadline and once set must be checked for completion and appropriate feedback provided. The type of feedback provided following a home learning submission is decided by the teacher, but should be in line with the Department's feedback and marking strategy.

**Examples of effective home learning strategies are, but not limited to:**

Type of home learning task	Explanation
Practice	Questions, exercises or tasks that directly relate to content that has already been taught.
Preparation	Preparing for an upcoming lesson or series of lessons.
Extension	Longer home learning assignments that get pupils to research new content independently and in-depth, learn new ideas by themselves or combine both

	the latter activities in extended projects. For example, ILAs (Independent Learning Assignments).
<b>Revision</b>	The re-study of completed work in preparation of an assessment or exam.
<b>Creative</b>	Tasks that involve making things, especially those that involve art or graphics.
<b>Collaborative</b>	Tasks that involve pupils working together in pairs or groups.
<b>Finishing-off homework</b>	The completion of work not yet finished in class.

Table 3 - Types of home learning tasks

Reference: Impact with homework. Jones, A B (2022)

## 18. Quality Assurance of Teaching and Learning for School Development and to Support Bespoke CPD Offer

The key methods used for the quality assurance of the curriculum and its delivery (lessons) are as follows and indicate the people involved:

- Lesson visits
- Whole-school and department work reviews
- Pupil voice
- Progress data analysis
- Department spotlights (including lesson visits)
- Peer reviews

What?	When?	Who leads?	Who impacted?
Lesson visits	2 or 3 per year	HoD/Postholder plus SLT	Teaching staff except ITT/ECT 1 and 2
Teacher Development LEARN Drop Ins based on WalkThrus	2 per year except in a Spotlight year	Line Manager	Teaching staff except ITT/ECT 1 and 2
Whole school and department work reviews	At least termly	HoD/Postholders	Teaching staff
Pupil voice	Regularly	HoD/Postholders	Teaching staff
Department Progress data analysis	After each data drop	HoD/Postholders. There will be up to 3 Review Meetings after key exam data drops. The Annual Review in September/October is a key meeting.	Teaching staff
Department Spotlights (including lesson visits)	Once every two years except in exceptional circumstances	HoD/Postholders/SLT plus external specialists	Teaching staff
Peer Review	Annual peer and self-review – whole school focus	SLT plus those involved in the focus	All staff

## Lesson visits

Up to three lesson visits will take place per academic year. Lesson visits take place in the autumn, spring and summer terms.

### Lesson visit (LV1) – Autumn Term 1

- Lesson visits take place in the autumn term (in autumn term 1), at the start of the year in order to establish a baseline and to help shape and fine-tune CPD for the year. For individuals, this supports with identifying a target area to improve on in their teaching and to practice with more impact. This can then tie into appraisal and focus for line management.
- Lesson visits involve most teachers, including unqualified teachers (UQTs), instructors, cover supervisors and long-term supply teachers. But excludes ITTs and ECTs.
- **The Autumn Term 1 Lesson Visit will be with your Head of Department (supported by postholders where applicable) and their Senior Leadership Team Link.** Where necessary a different member of SLT, Lead Practitioner or Director will take the place of the SLT Link. This may be necessary in the core departments of English, mathematics and science.
- The teacher will receive a minimum of 5 days' notice before their lesson visit. The teacher is not expected to prepare a special lesson plan, but they should ensure that their reviewer has a copy of the Class Charts seating plan and curriculum learning journey (curriculum map).
- The Head of Department will choose the lesson based on department focus and priorities. However, staff should talk regularly to Line Managers about pedagogy and their classes and there should be on-going dialogue about any concern groups and support available to the teacher to develop confidence in the necessary areas, making the decision about the class to be visited well informed.
- The Head of Department and SLT Link will visit the lesson for 30 minutes. In this time, they will review the teaching for its impact on learning, talk to pupils and look at the work completed in books/folders.
- Following the Lesson Visit, notes are to be completed onto the school's Lesson Visit Form.
- As part of the next scheduled line management meeting the teacher and the Head of Department (reviewer) will discuss the Lesson Visit and the teacher will gain formative (developmental) feedback on their lesson, with a focus on the 6 areas drawn from evidence-based practice and the Teacher Standards.
- A brief summary of feedback can be gained in advance of a scheduled line management meeting, should the teacher request this.

*Please note, the Teachers' Standards will be considered when reviewing all teaching.*

### Lesson visit (LV2) – Spring Terms 1 or 2 - these follow the same principles as LV1

- Lesson Visits take place in the spring term, across spring term 1 and 2. This second Lesson Visit builds on the autumn term 1 Lesson Visit where teachers may show progress in an area of their practice previously identified as an area for teacher development, that they have been working on following their autumn lesson visit.

### Lesson Visits - Summer Term 1

On rare occasions, teachers might be asked to repeat a lesson visit if a concern is raised and this is aimed at supporting teachers to meet the Teaching Standards. Any staff member who has had a lesson visit repeated or who has been through a period of informal support, will have a 3rd lesson visit in the summer term that will follow the set format. This also applies to staff, for whatever reason, have not had 2 lesson visits. Staff can also opt to have a lesson visit in Term 3 and if staff opt in, this will not lead to any additional support processes nor is linked to other policies, except when safeguarding or health and safety are concerned.

## **Lesson Visit Focus**

Lesson Visits have 6 Focus Areas which have been drawn from what we know about Evidence-informed practice and the Teacher Standards.

### **1. Subject and curriculum knowledge used to promote pupil progress:**

- Sequencing
- Adaptive and Responsive Teaching
- Culture of high expectations and challenge for all
- Supporting Memory and Retention

### **2. Relationships, behaviour for learning and routines**

### **3. Explicit Teacher Instruction**

- including explanations, modelling and demonstrations

### **4. Assessment for learning**

- Sharing Learning Objectives and Success Criteria
- Checking understanding and addressing misconceptions
- Effective and purposeful questioning
- Feedback and Feed-Forward
- Adaptive and Responsive teaching
- Developing pupil metacognition

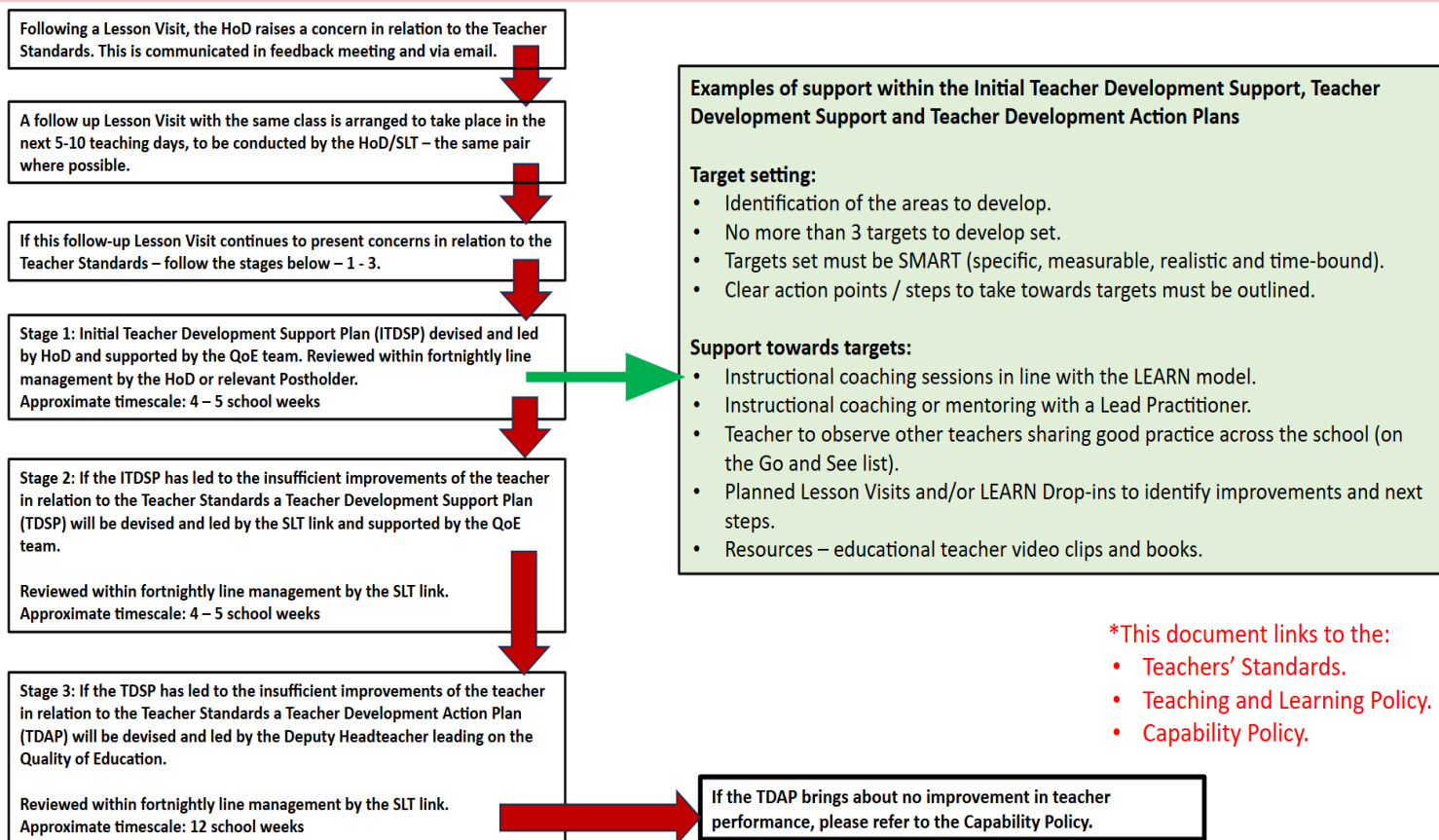
### **5. Guided and Independent Practice**

- Including Literacy Development

### **6. Fulfilling wider professional responsibilities**

- Positive contribution to the wider school community
- Fostering effective relationships with colleagues
- Effective communication with parents/carers
- Continuous professional development
- Using evidence to inform practice, and engaging critically with research

## Lesson Visits: if a concern is raised and supporting teachers to meet the Teacher Standards.



### Lesson Visits: If a concern is raised and supporting teachers to meet the Teacher Standards

Lesson Visits carried out in the autumn and spring terms are linked to the school’s Capability Policy, Appraisal Policy and Disciplinary Policy.

### Teacher Development LEARN Drop Ins - WalkThrus

- Teacher Development is the responsibility of each teacher, though supported by Line Managers with instructional coaching through line management.
- The sole purpose of Teacher Development LEARN Drop-ins are to develop and improve an individual’s teaching through the use of instructional coaching, modelling and rehearsal.
- Through the autumn and spring term lesson visits teachers establish their areas of strength and areas to develop.
- Unless a department has a spotlight, 60 minutes per year should be dedicated to this process and this will feed into the appraisal process. This should include 20 minutes of a lesson visit.
- Taking an area to develop (action step) they select a related Teaching WalkThru to explore and improve on. ([WalkThrus Books](#) and [WalkThrus Platform](#))
- Teacher Development through Line Management, using a coaching model is protected in terms of time and space and must follow the best practice guidance on instructional coaching in order for teachers to gain confidence and fluency in the action steps they are taking to improve a specific and granular aspect of their teaching. Teacher Development through scheduled Line Management and coaching is solely to develop and improve our teachers, no judgements are made and best practice is followed to enable teachers to work on improving in a low stake, supportive environment alongside their Line Manager (coach).
- Teacher Development through Line Management and coaching involves no judgement, only support, encouragement, praise and development. We ask teachers to engage fully in the process of

coaching to be reflective and active in their steps towards honing their craft.

- Lesson Visit feedback and coaching notes will be taken as part of Line Management minutes, as these take place within scheduled time slots.
- Issues that identify concerns about health and safety or safeguarding during the process will be addressed and this may involve other policies.

## **Whole-school and Department pupil work reviews**

### **Pupil work reviews:**

- Take place at key points throughout the academic year, led by the senior leadership team, Heads of Department or Postholders.
- Are designed to analyse the learning of the pupils and to evaluate the quality of teaching at whole school and/or at Department level.
- Pupil work reviews, alongside other methods within this Policy are used to evaluate and inform the curriculum, assessment and teaching and learning.

### **Pupil work reviews evaluate:**

- The curriculum as a progression model – how the curriculum is enabling pupil progress.
- The quality of work pupils produced and how this aligns with the curriculum and its intent.
- The learning of a particular cohort, for example a year group, SEND pupils, disadvantaged pupils.  
For
- example, questioning the evidence of learning for pupils with SEND which may look different – but does it match the ambition for other pupils, or does it point to lower expectations? Can you see the level of independence in completion of their work, especially in pupils with SEND?
- The effective use of feedback and marking, identifying and addressing assessment gaps for groups of pupils.
- What have the pupils learnt? What does their Learning Journey look like?
- What are pupils most proud of in their work?
- Does the work show evidence of pupils knowing more and remembering more as they progress through the curriculum? Are pupils developing skills throughout their learning journey?

### **Pupil Voice**

- Takes place regularly and is led by the Head of Department and/or Postholders.
- Although there is no calendar provided, pupil voice is led by Heads of Department and/or Postholders and will be completed at regular points each term in order to capture pupils view and experience of the curriculum, teaching and learning.
- Samples of pupil voice may be collected as part of any pupil work review in the form of a pupil narration of the curriculum and of their learning.
- The views of the pupils will be used alongside our other methods within this Policy to evaluate and inform the curriculum, assessment and teaching and learning.

### **Data Analysis**

- To take place following a data drop. Led by Heads of Department and/or Postholders.
- To monitor and track progress of groups within Year Groups, Subjects and Departments.
- Can be used to celebrate expected and good progress as well as to identify those who are not making expected progress, which is the first step in making decisions concerning the curriculum and possible personal or group intervention strategies. It also helps to monitor pupils' response to intervention.
- Data analysis will be used alongside our other methods within this Policy to evaluate and inform the curriculum, assessment and teaching and learning.
- Helps teachers and leaders at all levels to identify areas or topics with which pupils are struggling (assessment/learning gaps). Or where pupils are making better than expected progress.
- Informing whether the existing curriculum and/or intervention strategies are right and having a positive impact on progress.

## Department Spotlights

### Purpose/focus:

- To evaluate the quality of the curriculum, teaching, assessment and progress.
- To visit lessons within a Department.
- Curriculum conversation with the Head of Department and where applicable Postholders - to discuss how they lead the curriculum, its intent and assessment.
- Talk to pupils and carry out a work review with narration. To gauge the pupil experience of the curriculum, their Learning Journeys and teaching experienced to support their learning and assessment.
- Curriculum conversation with teachers – what do teachers understand about the curriculum and intent and do they have expert knowledge of the subjects they are teaching? If not, how best are they supported as a non-specialist? How well do teachers use assessment to identify useful feedback to plan/adjust subsequent teaching? Do teachers have access to the right opportunities to support their growth and development.

### Frequency:

- Once every two years.

### Duration:

- Half day or whole day depending on the size of the department.
- Lesson visits: no more than 20 minutes per lesson.

### Led by:

A spotlight team, consisting of:

- Deputy Headteacher with responsibility for the quality of education.
- SLT department link (Line Manager)
- Where possible, an external challenge partner (For example, Assistant Headteacher or Head of Department from another school)
- Head of Department (HoD)
- One other Head of Department acting as an observer
- A Head of Year (HoY)

### Intended outcomes of the spotlight:

- Department Spotlight report written by the Deputy Headteacher with responsibility for the Quality of Education.
- Provides evidence towards meeting objectives in Department Development Plan (DDP) and areas to develop.
- Identifies Department and school strengths and areas to develop.
- Identifies action steps for improvement for the Head of Department and/or Postholders to carry out.
- Adapting the curriculum and assessments where necessary.
- Adapting curriculum maps (knowledge and skills) and medium-term plans (MTPs) where necessary. Identifying training for the department or individuals, to form part of the action plan.
- Serves as professional development for the middle leaders who make up the spotlight team.
- Informs leadership and teacher professional development.

Department spotlights feed into the cycle of Department and whole School development. They provide a Department overview on the Quality of Education at that point in time, along the Department and/or School's improvement journey. The lesson visits during a Department spotlight are not linked to the School's Capability Policy, Performance Related Pay or the Disciplinary Policy.

## Peer Reviews

The school is in partnership with the School Partnership Programme (SSP) and works with other local schools to carry out peer reviews. The SSP peer review process is based on the belief that the best form of support is rigorous and timely, provides valuable challenge focused on improvement and is led by trusted and highly regarded peers.

The process should be seen as:

- reciprocal and mutually beneficial,
- a joint exercise between the review team and the school,
- based on principles of genuine professional dialogue and enquiry,
- a powerful model of professional development, and
- part of an ongoing, self-directed process of scrutiny, reflection, challenge and improvement.

The SPP approach is underpinned by a coaching model of change, improvement and professional dialogue and enquiry designed to build trust and collective accountability across the partnership. The peer review cycle provides an opportunity to identify inspiring, excellent and effective practice, as well as areas for development. It will, therefore, be followed up by planned collaborative school-to-school support. The process builds on skills developed through self-review and will further enhance both individuals' skills and the capability and capacity of the partnership to be self-improving.

### The peer review team

Partnerships say peer review works best when:

- headteachers and/or senior leaders conduct reviews in the first cycle (over time, other staff will be trained as reviewers)
- a lead reviewer is appointed for each review to agree with the head the focus of the review, to brief the review team, provide verbal feedback and attend the follow-up workshop
- the team consists of 2-4 people depending on size of school and/or nature of review
- the time allocated for the review depends on the focus (this can vary from half a day to two days).

## 19. Continuous Professional Development

Continuous Professional Development (CPD) is essential in supporting all teachers as they progress through their careers to improve the quality of teaching that our pupils receive. Our CPD provision should support the school in continuing to develop a culture for lifelong learning. The programmes should aim to promote collaboration, experimentation and research into how we can best meet the learning needs of all of our pupils.

### Roles and Responsibilities of the CPD Lead

- To keep up to date with best professional development opportunities, for example with the Schools, Students and Teacher (SSAT) Network, the Teacher Development Trust (TDT) Network, the Education Endowment Foundation (EEF), ResearchEd and other providers.
- To work with various partner schools as a way of supporting and enhancing CPD provision and gaining wider opportunities for staff and pupils.
- To lead on regular school self-evaluation process, including spotlights, LEARN Drop-ins, pupil work reviews, pupil voice, data analysis and lesson visits.
- To design and agree on the INSET, Twilight and pop-up CPD agendas.
- To monitor and evaluate the impact of professional development on staff learning and practice.
- To report to the Governing Body.

### Roles and Responsibilities of Staff

- To take responsibility for their own CPD based on self-evaluation and Appraisal Objectives and to maintain their individual CPD records (portfolio).

- To complete and submit any CPD requests via the CPD Request Google Form with at least 15 days' notice, notifying the CPD lead via an email.
- To keep up to date with best professional development opportunities, for example with the Schools, Students and Teacher (SSAT) Network, the Teacher Development Trust (TDT) Network, the Education Endowment Foundation (EEF), ResearchEd, Exam boards, and other providers.
- To work with various partner schools as a way of supporting and enhancing their professional development within pedagogy and or the curriculum.
- To be involved in regular school self-evaluation processes, including spotlights, LEARN Drop-ins, pupil work reviews, pupil voice, data analysis and lesson visits.

**Roles and Responsibilities of the Governors** – via the Quality of Education committee the Governors are responsible for reviewing this policy and monitoring its effectiveness.

### **Monitoring and Evaluation**

All staff have the opportunity to evaluate all CPD sessions attended to share feedback on the following strands, via the Google feedback form:

- The content, resources, delivery and presentation
- What they have learnt from the professional development activities
- What impact the activities have had on their own practice/department/school
- What future CPD sessions they would like to be offered

It is important to monitor who is accessing which CPD activities and to ensure that the most relevant and appropriate types of development activities are available to all staff. This will address equal opportunities and also monitor the level of CPD updates by staff.

### **School's Strategic Approach**

CPD must be integrated into the school's systems for self-evaluation, development planning and performance management (Appraisal). All of these areas should be seen in terms of a school improvement cycle. In this way, CPD will be seen to directly contribute to school, departments and teams action plans. School leaders, in all areas, will be actively involved in Appraisal and in identifying individuals' development needs. They will also be involved in monitoring the impact of CPD on school standards.

### **Funding and Applications**

A budget will be allocated for the whole school CPD strand. The funding will be determined by anticipated need from whole school priorities and Appraisal objectives. For example, the budget will fund CPD for national initiatives and directives. It will also fund priorities identified in the School Development Plan, or school projects. The priorities will be identified through department/team and individual self-evaluation.

Directors of Learning, Heads of Department and post-holders will need to agree CPD support of the staff they line manage when setting Appraisal objectives in the planning meeting. Head of Department and team leaders will be expected to report on the impact of CPD, during review meetings with SLT Line Managers and in the review of Appraisal at the end of the cycle.

All staff must apply for CPD through the CPD Request Google Form, and wait for confirmation of approval before booking and attending. Priority is given to applications that target the CPD agreed in Appraisal planning meetings and that target whole school and/department priorities. Staff must evaluate CPD (apart from network meetings) on returning to school, failure to do so may delay approval of further CPD applications.

The CPD lead will maintain the CPD database via a Google Form. Staff will be able to request a copy of their CPD record, when required. However, it is the responsibility of staff to ensure that their CPD information is kept up to date and recorded in their own portfolios.